

Access and Participation Plan

Annex A - UWE Bristol

2019-20 access and participation plan

Assessment of current performance

Access

UWE Bristol recruits a large proportion of students from the local area. Research from the Department for Education (DfE) suggests that higher education participation in the South West is among the lowest in the country. Social mobility is also an issue in the region: West Somerset is ranked at the bottom of the social mobility index, which indicates disadvantaged young people growing up in this area have the poorest prospects of anywhere in the country.

The largest proportion of our students come from the City of Bristol itself. Data from the DfE shows that as of January 2017, in the City of Bristol 17.9% of secondary school and 18.6% of primary school pupils were eligible for and claiming free school meals (FSM). These figures are significantly higher than both the regional and national averages. Furthermore, the attainment gap for these pupils is greater in Bristol than nationally at both key stage 2 and key stage 4. For example, in 2015/16 only 35% of key stage 2 pupils eligible for FSM reached expected standards compared to 60% of other pupils. At key stage 4, the average Attainment 8 score for FSM pupils was 36.3 compared to 50.3 for other pupils. This trend continues into further education: significantly fewer pupils achieve level 3¹ at age 19 in Bristol compared to the national average, and numbers are particularly low for FSM pupils.

Within this challenging local context, we have made progress in increasing the proportion of new students who come from Low Participation Neighbourhoods (LPN). This academic year 14.9% of enrolments were LPN students, compared to a baseline figure of 12.1% in 2011/12. This is higher than the HESA Performance Indicator location adjusted benchmark, but progress has slowed in recent years, with an increase of just 0.3% this year compared to last year.

Although census data suggests that the City of Bristol is becoming increasingly ethnically diverse, as a region the South West has much less ethnic diversity than the national average, with only 12% of secondary school pupils coming from a minority ethnic group compared to 29% nationally. Given the majority of our students are from this local context, this presents a challenge for us in terms of recruiting BME students; this year we fell short of our Monitoring Return yearly milestone. However we have been making steady progress in this area, with enrolments from BME students increasing by 2.6 percentage points (pp) since 2012/13 to 15.6%. Furthermore, the age profile of the BME population in the city is skewed towards young people, in particular children of school

¹ Attainment at Level 3 equates to achievement of 2 or more A-levels or an equivalent sized vocational qualification.

age. We therefore anticipate that our recruitment of BME students will continue to increase as these young people reach university age.

We have a strong track record of recruiting mature students, which has been driven largely by high numbers of mature applications in our health care courses. Mature student enrolments have remained fairly steady over the past five years, peaking in 2015/16 at 27.4% of all enrolments. However, this figure has dropped slightly this year, which is likely to be due to a decrease in applications for health care courses following the removal of NHS bursaries. We expect this to have a continuing effect on our recruitment of mature students in coming years.

Student Success

HESA data shows that our overall non-continuation rate for full-time undergraduates (6.5%) is better than our benchmark figure (8%), but our internal data suggests that there is variation between groups of students. Of particular note are LPN Young students, who are more likely to withdraw after their first year of study than other students. In particular, there has been a lot of fluctuation in the non-continuation rate of white working class males, and currently this is significantly higher than other students, including those from other LPN backgrounds.

Non-continuation of BME students has been a priority area for us, and there has also been instability in the non-continuation rates among these students over the past five years. There is currently little difference between non-continuation rates of BME and White students, although rates for Black students are still slightly higher. NSS data reported as part of our TEF Year Three data suggests that BME students are more satisfied with the academic support provided than White students, with scores for Black, Asian and other ethnic minority students exceeding benchmarks, and we met our yearly milestone in the 2016/17 Monitoring Return for good honours rates for BME students. Despite this, BME good honours rates remain much lower than for white students, as is the case across the sector. There has been noticeable variation in this metric over the past five years, and good honours achievement among Black and Asian students remains particularly low, with a difference of 25pp compared to White students.

The proportion of disabled students achieving good honours has steadily increased over the past five years, and in 2016/17 it exceeded the good honours rate for other students. As such our overall target in the Monitoring Return has been exceeded. In particular, a greater proportion of students with learning difficulties and those with mental health conditions achieved good honours than students with no disability. However mental health remains a priority area for the university: students with mental health issues have a higher non-continuation rate than other students, and this has increased over the past three years.

In recent years, mature students have been less likely to achieve good honours than younger students. This pattern varies across the institution and initial analysis of data suggests that there are important intersections between the three groups identified with

lower good honours rates. This work, in addition to a deeper analysis of disadvantaged students using IMD data as well as POLAR will be a priority in 2018/19.

Progression

Our TEF Year Three data suggests that we are performing well with regards to BME graduate outcomes. The proportion of Black students achieving a good graduate outcome is 5.1pp above the benchmark figure and the figure for Asian students is 0.7pp above the benchmark. Our Monitoring Return data shows a clear upwards trend in the proportion of BME students achieving good honours, and we have now exceeded our overall target for this metric. However our local analysis suggests that BME students are still slightly less likely to achieve good graduate outcomes than their White counterparts, and DLHE data shows that BME graduates are significantly more likely to be unemployed. This pattern is reflective of wider labour market trends, with Office for National Statistics data indicating that people from BME backgrounds are much more likely to be unemployed than White people.

More positively, DLHE data from the past 5 years shows that an increasing proportion of students with a learning difficulty are achieving a good graduate outcome. Furthermore, for the last 3 years a greater proportion of students with a learning difficulty achieved a good graduate outcome than students with no disability. However students with an 'other' disability were less likely to achieve a positive graduate outcome, and were more likely to be unemployed.

Mature students were significantly more likely to achieve a good graduate outcome than young students. This is likely to be due in part to the large numbers of mature students undertaking vocational degrees such as nursing and those relating to the allied health professions.

We have exceeded our overall target for Low Participation Neighbourhood (LPN) Young students this year, and the pattern of graduate outcomes for these students is almost identical to that of other students. However, a slightly smaller proportion of these students achieved good graduate outcomes compared to last year, indicating that this is an area on which we need to continue to focus.

Ambition and strategy

At UWE Bristol we continue to place inclusivity at the centre of our mission. We have a longstanding commitment to and strong track record of working in partnership within our region to address educational and social inequalities. Our university-wide approach is represented in 4 commitments, to:

- Collaborate with partners across our city region to develop appropriate educational opportunities that enable strong economic development and social inclusion
- Build on the university's successes to date in widening access from under-represented groups, to UWE Bristol but also to HE in general

- Ensure that the programmes and support we offer are appropriate and enable all of our learners to succeed
- Support all of our graduates into successful and appropriate graduate outcomes; ensuring that under-represented groups are not less likely to gain a graduate level job or to continue to further study

Our strategy for supporting under-represented students is based on two key principles: firstly that we must take a whole institution approach, working collaboratively across boundaries to ensure coherent and joined up processes, and secondly, that our work must be underpinned by robust evidence ensuring that we can demonstrate value for money and impact of our investments.

Our ambition and target groups

Our ambition remains that our student body is representative of the Bristol city region in terms of ethnicity and socio-economic background, and that when we compare outcomes and experience by student group there are no significant differences. This university wide ambition is also reflected at programme level because we know that university level aggregate information can disguise differences in experience for students. In order to enable us to set consistent and meaningful targets that flow from university to departments within faculties we have retained our focus on distinct key groups. This is because if we were to use only intersectional and sub-group targets at a university level, in some cases department level data risks identifying students. Our analysis of our current performance demonstrates that we do understand the impact of multiple layers of disadvantage and we use this data to inform and develop programmes of activity.

Our key target groups are:

- Mature students (Including Access to HE learners)
- Disabled students
- BME students
- Students from Low Participation Neighbourhoods
- Care Leavers
- Estranged students
- Carers

Our targets focus on all stages of the student lifecycle:

- Increased recruitment from target groups to the University
- Reducing to zero the gap in success and retention between our targets and their comparator group (for example mature vs young students)
- Improving the graduate level outcomes of our target groups
- Ensuring that care leavers, estranged students and young carers receive the additional support they need to enable them to have an equitable experience throughout university from the point of application

Targeting methodologies to widen access to Higher Education:

We use a basket of measures to target access and outreach interventions – these include free school meal eligibility, POLAR quintile 1, and family prior experience of higher education. Typically we work in partnership with local schools and colleges and our priority schools are selected based on the demographics of their catchment area.

Where schools have significant proportions of their cohorts who are in receipt of Pupil Premium funding or who live in areas with multiple markers of deprivation we may deliver interventions to whole classes. Wherever possible we take a partnership approach to targeting – for example we know that the Children’s University is most effective where primary schools target interventions at those who are either in receipt of Pupil Premium Funding or who are performing below age-related expectations and we would both encourage and support schools to take this approach.

Targeting methodologies to support students at university:

We take two approaches to improving student success and engagement, firstly by targeting interventions directly at a group, and secondly by monitoring the use of services by different characteristics and responding to this data.

- We often target interventions based on family or student income because we know that students from lower income families typically carry out more part time work alongside their studies and as such are less likely to be engaged in a wide range of extra- and co-curricular activities that could support their learning. We also know that low income is likely to be an experience of many of our target group students – students from POLAR 1 and BME students are more likely to have low household income. We are focused on removing barriers that can limit the success of these students and we recognise the impact financial disadvantage can have, both in terms of limiting activity but also through creating additional stress.
- We target interventions towards students who are care-experienced, estranged or who are carers because we recognise that the lack of family support these students may experience could be a significant disadvantage. Some of our support (the financial aspects typically) are linked to national definitions but for our mentoring and advocacy work we use a wider range of definition. For example, while our care leaver bursary and accommodation guarantee is reserved for students who meet the legal definition of being a care leaver, our wider support package is open to all those who self-define as being care experienced. We recognise the needs of estranged students through our StandAlone pledge. As part of this our support package provides estranged students with financial, accommodation and pastoral support (including supported transitions into university and additional wellbeing support). Our carer support package is focused towards both young carers and mature students with caring responsibilities because we recognise that for both groups balancing caring and studying responsibilities can be difficult and can lead to students feeling isolated.
- We have particularly focused on Nursing, Midwifery and Allied Healthcare students because we know these students are more likely to be mature, potentially with caring responsibilities, and are often students with lower family incomes. Additionally, a greater proportion of our mature students have a learning difficulty. Our healthcare courses are highly selective and we provide a supported application process for students studying Access and BTEC routes at local FE colleges to ensure we continue to widen access to these courses. We have increased our university support for these students following the end of NHS funding, particularly by increasing the number of financial support packages available and by ensuring that applicants are aware of this support.
- In 2017/18 we launched a targeted programme for BME home students which is available to all students who self-define as being from a BME background. This programme is designed to support them to secure positive graduate outcomes

while engaging them fully within the university community. We have taken the approach of allowing students to self-identify as part of the selection process deliberately, and thus have opened the scheme to all BME students rather than restricting it to one or more particular ethnicity.

- We have a longstanding programme of support for disabled students and a range of support they can offer. This includes a programme for developing academic skills aimed at students with learning difficulties and a range of mental health support packages for those who self-disclose difficulties in this area. (More details on these are in section 3). The targeting of support to disabled students begins during the application process with targeted communications and (for some groups) opportunities to visit the university for tailored support.
- For all key services we monitor the use by protected characteristic (broken down where numbers allow to specific ethnicities and disabilities) and we review this data annually to plan service improvements. This can help us to make changes to the systems and processes within the university that limit the uptake of services by some student groups. The result of this monitoring may be that we develop a tailored intervention which we then directly target to a student group, or that we change our marketing, language or approach to be more inclusive. A good example of this over the past 5 years is our Peer Assisted Learning Scheme in which we have been monitoring the proportion of our student leaders who are from an under-represented background. Through changing our marketing, promoting role models and reviewing language and process we have increased the diversity of our student leaders, 50% of whom are now from an under-represented background.

A whole institution approach to supporting access and participation

Our whole institution approach is evident in the university wide engagement in developing, monitoring and reviewing related activities. The Access and Participation Plan is reviewed by the Board of Governors, and overseen formally by the Learning and Teaching Student Experience Committee through the Widening Participation sub-committee of which The Students' Union President is a member. There is a high level and visible university commitment to access and participation – data is easily available on the progress of departments against the university's targets and is scrutinised and discussed at a wide range of forums (for example our annual review of NSS and DLHE performance with programme teams also considers differential attainment, and recruitment and continuation patterns). Colleagues from across the university including finance are actively involved throughout the year in developing our methodologies for understanding value for money and impact of our expenditure. Each of our four Faculties has a dedicated senior academic leadership role to ensure congruence of local and university wide plans and to oversee local budgets.

Inclusivity is a key strand of our strategic development projects. Within our Learning 2020 strategic change programme we have key projects focused on developing inclusive curricula and support that will enable us to provide personalised and appropriate learning experiences for all students. Completing Equality Analyses and involving students in the Learning 2020 programme has ensured that we consider the impact of these changes on those with protected characteristics.

For more than 5 years, the Widening Participation team has ensured connectivity between our Access Agreement and wider equality work. Our ambition for 2019/20 is to

strengthen this approach by further aligning our Access and Participation and Equality strategies. In 2018/19 we anticipate being able to review our progress against key metrics by other protected characteristics (religion and belief, and sexual orientation). We have developed this work over the past 3 years following student consultation including a survey open to all students and formal approval from their AGM for our course of action. We have been working to ensure clear and appropriate processes are in place to ensure that this sensitive data is held securely and used within a clearly defined scope that is communicated to students at registration.

A focus on evaluation and an evidence based approach

UWE was one of the first universities to have a Monitoring & Evaluation Officer for Widening Participation and a data-led approach continues to be central to our strategy. We have robust and well-used data that enables us to understand university, faculty and department key metrics for our target groups and our research over the past 5 years has helped us to understand the barriers and challenges our students face. We have developed a clear set of objectives within our Access and Participation Strategy which allows us to effectively evaluate the impact of our investment, and to identify areas for improvement. We have conducted the financial support evaluation using the OFFA toolkit for our 2016/17 Access Agreement Monitoring Return. This toolkit was developed based on a pilot project at UWE Bristol in 2015/16 and our most recent results continue to echo learning from our pilot. The output of this project has informed the development of our financial support package in this Access and Participation plan. We will conduct another full scale evaluation of our financial support package using the OFFA toolkit after 3 years to investigate the impact of the changes we are implementing to our support.

Our evaluation strategy focuses on ensuring that evaluation is meaningful, cost-effective and useful. We have developed a framework that identifies priorities and timescales for evaluation across the whole student lifecycle. We recognise that it is not always possible to adequately measure the impact of activities within a year. Therefore our evaluation framework identifies which projects will be evaluated each year and the outputs will inform subsequent planning. Project teams often run process evaluations to understand within a shorter timescale how to improve the intervention. We ensure we have ethical approval (where appropriate) for evaluation work and are proactive about developing new methods for engaging with a wide range of students in our research (particularly those with protected characteristics). The outputs of evaluation are shared with relevant university committees and groups and used to inform planning. Our ambition by 2019/20 is to develop a university wide resource that gathers the evidence we have on what works locally and to signpost national sources of evidence so that colleagues from across the university can more easily plan activities.

Student Consultation and Involvement

Working in partnership with The Students' Union is well established at UWE Bristol in all areas, and our work on Access and Participation is a good example of this. The President of the Students Union is a member of the Widening Participation committee which approves the Access and Participation plan and monitoring returns, and oversees local faculty and service plans to ensure effective implementation and evaluation of

impact. The President or Vice Presidents as appropriate are also members of key project steering groups across the university, ensuring they can represent student interests.

Our relationship with The Students' Union is one of critical friendship – both organisations have set out clear strategies to widen access and encourage participation and we provide support and challenge to each other. For example, the research on students' mental health experiences conducted by The Students' Union has significantly impacted our Mental Wealth First strategy (launched in April 2018), and they are working closely with us to develop inclusive pedagogies. We work with The Students' Union to provide training to new Officers and Course Reps to ensure they can effectively challenge the university to address access and participation of under-represented groups. We are particularly pleased to see the increased diversity within The Students' Union elected officers over the past few years as this ensures a broad range of students are engaging in an important part of university life, and who can support us to improve the experience of under-represented students further.

Beyond engaging with The Students' Union we proactively seek the engagement and involvement of a wide range of students when making key decisions that will impact the student experience. A good example is our recent Financial Support evaluation (undertaken using the OFFA toolkit) which engaged with 139 students in receipt of financial support and 168 students who did not receive financial support from the university. The output of this project is being used to inform the development of our financial support packages - a process which will involve The Students' Union.

The National Collaborative Outreach Programme (NCOP)

UWE Bristol are the lead institution for the Bristol city region's NCOP Programme, which is called Future Quest, and involves the University of Bristol, City of Bristol College and SGS College. The partnership also involves a range of local third sector organisations working to widen access and address educational disadvantage, and local authorities. One key element of the programme is the strategic development of a sustainable partnership and this provides opportunities to work with partners in other local geographical areas and with other age ranges. We recognise that a significant challenge for schools is the poorly coordinated information about services and support they could access and our partnership is helping to identify connections and synergies.

Additionally, we have strong connections between our wider access work and our NCOP work. For example, our work in South Bristol currently takes place at year 7 and 8, with the NCOP activity beginning from year 9 (previously we had worked from year 8-10). With other activities we have used NCOP as an opportunity to extend existing KS3 work into KS4 and KS5. Our NCOP activity also provides us with opportunities to link with key university strategies for supporting participation and success at university. For example, our NCOP funding has enabled us to support students in schools and colleges to develop the resilience and coping mechanisms that will help them to deal with the mental health pressures that may limit their success.

Collaborative Working

Outside of our NCOP group we work closely with other HE providers to improve our approach to access and participation. We are part of the Western Vocational Progression Consortium – a group of 20 HEIs active since 2011. As part of this group we fund and oversee the development of Career Pilot, a well-recognised and respected careers website. The website is developed annually in consultation with schools and careers advisors.

We are also a lead institution in a local Widening Participation research and evaluation network involving all local HEIs. Together the group hosts four meetings a year to provide constructive support on a range of individual or cross-university research and evaluation projects, and we hold a summer symposium which focuses on a key theme and provides us with an opportunity to invite academic researchers from outside the region to learn from their work.

We have proactively sought third sector or business partners who can help us to meet our participation and success targets – particularly focusing on our BME students. For example, we have partnered with a range of employers who are particularly focused on diversifying their workforce to ensure that we can help them to advertise their vacancies to our BME students.

Access, student success and progression measures

A strategic and evidence-based approach

Our planned measures take account of our strategic aim to deliver a whole institution approach to inclusivity focused on removing barriers and ensuring that all students can participate fully in our community. Our areas of focus are based on our understanding of our performance to date – we are a university that recruits a significant number of under-represented students and we are proud of our diversity. Ensuring that all our students can succeed remains our key priority and we recognise that in order to achieve this we must ensure our pedagogies and curricula are inclusive, as well as providing additional support to students directly where needed. Our success in recruiting students from a wide range of backgrounds is related to our long-term and sustained programmes of outreach developed in partnerships with schools. We continue to play a critical role in the city in widening access to higher education and addressing educational disadvantage.

Access measures

- Children's University

UWE Bristol is the regional hub for the Children's University, supporting primary schools in the local region to encourage their pupils to engage with extra-curricular activities that are proven to increase academic performance and engagement. The Children's University focuses predominately on children up to year 8, and we have created a higher level of support for schools that meet our Widening Participation criteria. Taking a partnership approach, we will continue our strategy of supporting schools to engage their Pupil Premium or disadvantaged learners as part of a holistic strategy to increase their

attainment. The Children's University is recognised by the Education Endowment Foundation (EEF) whose evaluation, published in 2017, found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. In line with the EEF evaluation we will continue to host celebration events that recognise children's achievements, and to support schools to link activities to learning – these elements were highlighted as being important factors that influenced the overall impact of the programme.

- **Box ED**

We continue to focus on developing engagement and enthusiasm in our outreach programme from year 9, with our curriculum linked **BoxED** resources forming the core thread of this activity. Through a collaboration between our academic centres, our Education Department, and the Recruitment and Outreach (R&O) team we will continue to develop and deliver innovative outreach activities that link research and teaching expertise to the national curriculum. This is part of our commitment to demonstrate the value and possibility for higher education within our target schools and colleges.

- **Compact programmes and progression support**

Our Heading Higher Plus compact scheme aims to support the transition of under-represented students from our 54 partner schools and colleges to university. Eligibility is focused on a basket of metrics designed to ensure we support as many students as possible. These metrics are: living within an LPN postcode; being in care or a care leaver; identifying as having a disability; identifying as belonging to a BME group; having refugee status; being first in family to study at university; having low family income; or needing to study locally for a health, social or cultural reason. The scheme aims to inspire and improve the progression of these students by providing a structured enrichment programme and a range of opportunities to find out more about university.

In addition to a range of outreach opportunities, such as taster days, we provide application support for our highly selective nursing and midwifery programmes. These sessions, targeted at partner schools and colleges with high proportions of under-represented learners (including mature students), provide applicants with mock interview and group activity opportunities as well as guidance and support on the application process.

The University's R&O team continues to work with marketing to ensure that our recruitment activities enable us to recruit a diverse student body. In particular, in planning their work they consider a range of demographic factors and their intersections (particularly gender and ethnicity). We will continue to ensure all marketing materials are carefully produced to meet our university-wide commitment to inclusivity and widening participation.

- **Information, Advance and Guidance**

UWE Bristol provides schools and colleges with a free and impartial careers guidance service. Students are offered one-to-one sessions and workshops with experienced careers advisers, and are advised on the subject options and pathways through higher education that can lead to their desired careers. In addition, the team provide tailored teacher CPD packages and support schools' own Careers Education, Information, Advice and Guidance (CEIAG) teams. We are proud to be one of the universities funding and

developing Career Pilot, a website which enables students to access reliable, local and national careers information. This includes features such as the Skills Map Tool, designed to capture students' skills in preparation for applications and interviews. We will continue to develop online tools to support students and teachers to access accurate and useful information, and to ensure these are well used and effective.

- Strategic relationships with schools: a focus on attainment raising

We are extremely proud of our long history of strong and mutually beneficial partnerships with local schools. We were one of the first universities to sponsor an academy and, through the Cabot Learning Federation, are involved in sponsoring an important Multi-Academy Trust that has a strong national reputation. We take seriously our role in supporting the education of our city's young people in this way, particularly because we know that schools that can provide high aspirations and connections to positive role models can help to ensure continued widening of participation in Higher Education.

Through our school sponsorship, we aim to raise attainment in various ways. In addition to the outreach activities detailed above, this area of work concentrates on equipping our staff with the tools and knowledge to enable strong governance to support school leaders to drive improvement and attainment. The University monitors closely all attainment measures, and specifically those of disadvantaged groups to ensure quality scrutiny takes place. We will support staff who govern in sponsored schools by ensuring they have access to appropriate training, signposting them to relevant resources and providing access to professional networks. We will continue to share expertise to inform school staff of the latest education policy developments and their potential impact. We expect all schools to improve their Ofsted rating post sponsorship to achieve at least 'Good' and see continual year on year improvement in relevant key stage attainment scores. We aim to enhance attainment through strengthening governance and believe that Ofsted ratings provide an appropriate means for monitoring our progress. Therefore we will monitor official Ofsted reports and in particular, will be monitoring the section where Ofsted judge governance.

- Other attainment raising work

We will continue to invest in 'Better Reading Partners', part of the 'Every Child a Reader' suite of activities, a highly structured initiative targeted at children aged between 5 and 7 who are reading significantly below their expected level. The intervention has had significant, robust evaluation which has shown that children make double their expected progress over the intervention. The support was particularly effective for boys who were also BME, with English as an Additional Language (EAL) and in receipt of Free School Meals. This intensive intervention was focused on schools in the city region with above average levels of social, economic or educational disadvantage. Many have very high proportions of learners with EAL: for example in one school $\frac{3}{4}$ of the pupils spoke English as an additional language and most were in the early stages of learning English. In addition, UWE Bristol's Volunteering Service will continue to support literacy and numeracy in schools through reading and number buddies, working with targeted primary schools in the local region to raise attainment and also aspiration to lifelong learning.

Our Initial Teacher Education programmes have a strategic focus on supporting school development, particularly within the most disadvantaged areas of our region. Longstanding partnerships enable the development of meaningful projects that provide opportunities for our students to develop a wide range of teaching capabilities in different and sometimes challenging settings, while supporting schools to address a range of issues.

- Supporting access through apprenticeship routes

We were successful in securing around £340,000 of Education Skills and Funding Agency funding to enable us to provide degree apprenticeships for regional small and medium-sized enterprises. We are the only HEI in the West of England Combined Authority region with this capability and we believe this will provide greater access to part-time or flexible routes to degrees for local apprentices. We will work closely with employers to help them recruit apprentices from non-traditional backgrounds in order to increase social mobility. We will also align and embed information about degree apprenticeships within our existing outreach programmes to ensure we provide comprehensive information and clear articulation to our audiences on all routes into Higher Education.

- Refugee support

By 2019/20 we will have worked with key groups supporting refugees and asylum seekers to progress to university and will have developed a programme of support that is evidence based and designed to meet local need.

Success measures

- Inclusive curriculum and lecture capture

We are embedding the principles of inclusivity throughout our new Enhancement Framework, which will ensure that programmes are designed and reviewed with the diversity of our students as a central theme. We have recently installed lecture capture software in all of our large teaching spaces which enables us to support our disabled students, and those with additional responsibilities who find it harder to attend campus regularly, to access lectures. The academic team delivering this work are also focusing on how we can capture flipped classrooms effectively, which will further enable students to review learning in these environments if they require.

- Inclusive learning support

We provide a wide range of academic support including an extensive Peer Assisted Learning (PAL) model which is embedded within many programmes. We will continue to embed this further and to ensure that the scheme supports student success and engagement. We will also continue to ensure that the scheme reaches those students who need it most. PAL Leaders (those who deliver support) are already demographically representative of our student body; but we will work to ensure that more students from under-represented groups take up the opportunity to become a PAL Leader – because we know that this opportunity improves the graduate outcomes of students. We will also continue to focus on increasing PAL attendance and develop more efficient systems to allow us to understand the demographics of PAL users. Our Academic Literacy Forum,

which includes student representation, ensures that our support is high quality and inclusive, and leads on the development of new targeted resources and sessions to the students who need it most.

- Mental health strategy

In April 2018 we launched our Mental Healthy Strategy developed in parallel with a HEFCE funded project (Addressing Barriers to Student Success) which we led with collaborations from UUK, Student Minds, University of York and Cardiff University. The strategy was developed in response to an audit undertaken against the UUK StepChange framework and highlighted key areas for focus. A key area of focus for us is supporting students to develop coping skills and to take proactive steps to improve their own mental health. We will develop a prevention strand of work that focuses on promoting positive and healthy behaviours, and will also work with schools to embed this at pre-entry. We will evaluate the impact of this work and pay particular attention to how well our initiatives support the mental health of under-represented groups, who we know are less likely to report mental health issues formally. We have been piloting an online support tool which has shown some positive impact in encouraging our Black and Asian students to engage with support, and by 2019/20 we will have completed our review of this tool and will have implemented a more detailed approach to increasing the diversity of students who use our wellbeing support mechanisms. We will be investing in creating a space on campus that brings together a range of wellbeing support and provides students with a new alcohol free space to relax – it is important to us that this space does not serve alcohol. We will be reviewing the impact of this space on the experience of our BME students who are currently less likely to use our Student Union bar spaces.

We are also continuing to invest in enhancing the emotional and psychological resilience of students transitioning into university, a period that can be particularly challenging for students leaving care and for disabled students. Our approach to date has focused on peer-led workshops but our Addressing Barriers to Student Success project has also started to look at how we embed this work within our curriculum. By 2019/20 we will have learnt from our pilots to date and will have a well-established model of resilience training for our students.

- Disability support

We recognise the need to provide adequate support to students with disabilities in order to mitigate their stress, limit the risk of further mental health issues and to enable them to engage fully with their learning. Part of this work continues to be responding individually to applicants and students to develop personalised action plans so we can facilitate access to learning for our students. However, increasingly, this work is also focused on ensuring that new developments enable students to access learning in appropriate ways without needing additional adjustments to be made. An example of this is the introduction of lecture capture facilities throughout our teaching rooms, and the standardisation of requirements for making learning materials available in advance of formal timetabled sessions. Together these will support students to access teaching without the need for additional adjustments. Access and participation plan funding will be targeted toward

activities which build access and inclusion for disabled students in respect of lectures and seminars by establishing, for example, peer note banks and IT skills practical support.

- UWE Cares

We have developed a university wide programme of support for students who are care leavers, estranged from their families or who are carers, based on the pilot we have been delivering for the past 3 years. The evidence of this pilot suggested that the tailored and student-focused support we provide enables these students to succeed by providing mentoring and advocacy. We have learnt that a university wide approach is important and as such have invested in creating a UWE Cares team who will coordinate our financial and pastoral support for these students. This pastoral support will include peer mentoring, tailored workshops and drop in sessions, and a tailored communication plan signposting and supporting students to engage in university events. The financial package will include an enhanced bursary package and accommodation commitments. Our UWE Cares team will also develop an appropriate programme of outreach and supported admissions, working in partnership with local schools, virtual schools and other HEIs.

- Training and support for staff

UWE has a significant amount of data and evidence that help us to understand the experience and trajectory of our students. By 2019/20 we will have a well-established programme of training and support for staff to enable them to use this local data, alongside evidence of impact in access and participation, to develop local and effective plans to tackle issues. We will continue to invest in developing a measure of learning gain that is useful at programme level, which enables students and academic staff to understand the progress students are making in year, and to respond to this information.

Progression measures

- Embedding employability

As part of our strategic approach to delivering a cohesive and integrated curriculum, our Employability and Enterprise (E&E) teams work with faculty colleagues to embed employability work within programmes. Clear articulation of how these plans will support diverse cohorts to achieve positive graduate outcomes will be included in faculty widening participation action plans. Local action will be informed by data showing areas for focus, for example where progression to graduate level employment or further study is lower for a particular ethnicity than for white students. This will enable us to develop nuanced and meaningful responses with inbuilt evaluation plans.

An example of these developing targeted interventions is our Equity programme which aims to improve the graduate outcomes for our BME students. The programme launched in 2017/18 in our Faculty of Business and Law and provides networking, workshops and career and identity coaching for students. The programme also hosts a range of high profile BME speakers to showcase inspirational role models. These events are open to

the wider Bristol community and creates a network of supporters and allows us to showcase our students to local employers interested in diversifying their intake. We will be continuing developing our pilot over the next few years and will be evaluating the impact of this approach on the students involved.

The E&E teams will also continue to develop embedded approaches to delivering career management skills training to ensure that all students can benefit from the support. Monitoring of service usage and DLHE performance will enable us to measure the impact of this embedded approach. Where targeted activities are developed in response to particular gaps or needs, we will develop a monitoring plan to understand usage and to better widen access to these schemes.

- Placements and work-based learning

We know that a significant factor in attaining graduate level employment is high quality work related learning gained during the course. We are working to develop further opportunities for this and to ensure that these are suitable for all. Where work placements are compulsory, we will be working with our partner organisations to tackle issues of discrimination on placement and to ensure that work related learning experiences are safe and engaging for our students. We will be looking to understand barriers to take up and to tackle these systematically. For example, where we know that financial barriers exist we will encourage companies to provide higher financial remuneration (perhaps as part of their own diversity schemes), or where necessary we will investigate the support the university can offer.

- Promoting postgraduate study

We will continue to work with marketing to encourage students from under-represented groups to consider postgraduate study and to understand the barriers to progression for these students. We have an internal research project currently ongoing which we hope will provide us with a greater insight into these issues.

We are keen to ensure that all students have access to postgraduate study, and the university has developed a VC Scholarship that enables students to use a 50% fees reduction on a broad selection of postgraduate courses.

The E&E team lead postgraduate conversion events for students, demonstrating the value of postgraduate study – alongside inviting postgraduate programmes to talk to undergraduate students in a range of curricular and extra-curricular activities. Students have access to tailored support allowing them to consider their postgraduate options with qualified careers professionals.

Financial support and financial advice

The section below describes our financial support package for 2019/20 – this is based on the assumption that fees remain at current level or above. If government policy significantly reduces fees then we will review these bursary predictions.

- Bursary schemes

In 2019/20 we will launch a new bursary scheme based on the findings of our extensive review carried out in 2016/17 and 2017/18 using the OFFA toolkit. This review highlighted that our bursaries support students to remain at university, but that we could do more to provide financial support to encourage students to take part in a range of extra-curricular and co-curricular activities. The review also highlighted that students find it most useful when bursary funding levels remain static throughout their university. We have increased funding for financial support to account for students on healthcare courses.

Students from England, Wales and Northern Ireland will be eligible for our bursary packages from 2019/20. EU students who are assessed as being entitled to the same full support package that English, Welsh and Northern Irish students will also continue to be eligible for bursary support. Students who defer entry to the university will be assessed for eligibility when they confirm acceptance of their place. Our current payment system does not allow us to pay students who become eligible for a bursary beyond entry into year 1. However, by 2019/20 we will have introduced HEBSS as a bursary payment tool which will allow us greater flexibility. Our current approach to dealing with retrospective claims of bursary eligibility is to take a case by case approach, where the case is dealt with manually by one of the Student Money Service team. By 2019/20 we will have developed a new process for these cases.

Our bursary scheme will provide:

- 1300 £500 annual bursaries (where students will be paid £500 for each year of study)

For these bursaries we will allocate to the student with the lowest income first to ensure that those who need the financial support most will definitely receive it. We expect to pay bursaries up to a maximum of £25,000 residual family income.

- 1000 £500 activity bursaries which will provide students with access to £500 of funding if they take part in one of the following activities:
 - Sandwich placement or year abroad
 - Summer Internship with an employer or as a researcher
 - Short international project activity

These bursaries will be allocated to students who are in one of our target groups. These bursaries will still be allocated even if they are eligible for our annual bursaries as the evidence shows that financial hardship is a significant barrier for access to these activities for under-represented students. We will use these bursaries as a tool to promote these schemes to our under-represented students and will evaluate its effectiveness.

- 230 £1500 annual bursaries (where students will be paid £1500 for each year of study)

We will further extend our support for students whose situation means they are particularly vulnerable to financial hardship and who do not have family support. We have

set aside an enhanced bursary fund to support care leavers, carers and estranged students (UWE Cares). We expect that these higher bursaries will be particularly useful to those with caring responsibilities.

- **Hardship funds and Short Term Loans**

In addition to our bursary schemes we will provide £883,000 hardship funding in total to students on the basis of low personal income. These funds include £100,000 support for disabled students (outside of the DSA funding), and £35,000 to support UWE Cares students who do not meet the SFE definitions but who are still experiencing financial hardship. An additional £80,000 funding will be provided to support postgraduate students with low personal incomes. In addition, we are extending our current Short Term Loan scheme by to support healthcare placement costs. Students on healthcare courses will be able to borrow up to £5,000 for 120 days to support them to cover the initial financial shortage these students often face.

- **Financial advice**

We will continue to fund our highly effective financial health-check service which provides students with practical advice and support in budgeting. This service has been targeted at students eligible for the enhanced bursary, those who have sought support from our hardship fund or short term loan scheme. The initial evidence suggests that the students who have used the service have developed enhanced financial competencies which allow them to manage complex and uncertain financial situations more effectively. By 2019/20 we will have developed the service further to provide increased online and proactive engagement opportunities.

Investment

The table below shows a high level summary of how UWE Bristol's £15m investment will be attributed in 2019/20:

Category	Total APP countable expenditure	Direct costs	Indirect Costs	Infrastructure costs	Financial Support delivery
Outreach/ Progression to HE	£2,967,333	62%	38%	0%	0%
Student Success	£4,480,868	50%	27%	13%	11%
Progression	£3,094,477	51%	31%	18%	0%
Student Financial Package	£4,138,000				
Total	£14,680,678				

Our financial investment represents clearly our key commitments. We spend the greatest proportion of our APP countable expenditure supporting student success because we recognise this is the area requiring greatest focus. We are committed to developing inclusive pedagogies and we consider supporting our diverse student body to success as

the role of all of us. We are investing in wide-ranging strategic change to our learning and teaching, student data systems which will enable us to support our students better. We have developed a financial education programme around our financial support packages to ensure that our students learn how to budget and manage their money effectively.

To calculate our direct costs we include the cost of staff working wholly on access and participation activities (and we include staff responsible for planning, delivering, evaluation and monitoring these activities). We have also included a proportion of the cost of teams who work on access and participation as part of their role (for example when our employability and academic support teams are working with our under-represented students). We have estimated this figure using a conservative estimation of the proportion of our students who are from an under-represented group in each faculty. We have included non-pay and delivery costs for projects focused solely on access and participation in full, and at the same proportionate rate for projects that include under-represented groups but which are also open to other students.

To calculate our indirect costs we have included a proportion of academic staff time to recognise the additional support our teaching staff dedicate to supporting our high proportion of under-represented learners. We estimated this figure by excluding all staff dedicated fully to access and participation, and then taking 10% of all academic staff salaries (as a very conservative estimation of the direct cost of teaching and pastoral support time for all students). We then used the same under-representation proportion figure per faculty to identify the estimated cost of supporting these students. We use this figure internally to recognise the role that all members of the university play in supporting our under-represented students, and to challenge ourselves to change and improve teaching methods where students are not having an equitable experience.

Our infrastructure costs are estimated by taking a proportion of our strategic project costs in which we are embedding inclusivity. Our costs for delivering financial support packages are split between student success and progression because some of our financial support is specifically designed to support students to engage with employability schemes such as placements.

Provision of information to students

UWE Bristol is committed to providing clear, transparent and up to date information for prospective and future students. Details about entry requirements, course information including mode of study, tuition fee levels and student financial support is published on the UWE website and in the printed prospectus. The Access and Participation Plan is published on the university website alongside our previous Access Agreements (<https://www1.uwe.ac.uk/about/corporateinformation/strategy/strategydocuments.aspx>).

The Funding and Scholarships page on the UWE Bristol website includes eligibility criteria and information about how to apply for financial support. Information on tuition

fees and financial support is also shared with UCAS and the SLC in a timely way to ensure that their own web services are up to date and complete.

Relevant University teams provide information regarding student finance through presentations to our target schools and colleges, at open days, taster days, applicant days and at other widening participation events. In addition, the Recruitment and Outreach team send, via email, a termly newsletter to the target schools and colleges to provide information relating to courses, fees and funding and specific activities they are able to take part in.

Social media continues to play a role in providing information to prospective students. The Admissions and Recruitment and Outreach teams host future student online askAdmissions sessions where information about fees funding and additional material is provided.

The University completes the Key Information Sets (KIS) which can be used as a reference tool by prospective students.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

We currently charge the higher fee cap rate for Home & EU undergraduate students, and given the current climate around undergraduate fee levels and the recently commissioned tuition fee review by the Department of Education, we do not foresee any inflation of fee levels for 2019/20 entrants. We do not apply inflationary increases for continuing students.

Full-time course type:	Additional information:	Course fee:
First degree	17/18 Starters onwards	£9,250
First degree	Primary ITE (NCTL)	£9,250
Foundation degree		£9,250
Foundation year / Year 0	Standard Foundation Year Fee	£9,250
Foundation year / Year 0	Foundation Year Fee where delivery has switched from Partnership institution to UWE	£8,500
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree	City of Bristol - 10001467	£7,500
Foundation year / Year 0	City of Bristol - 10001467	£7,500
First degree	University Centre Weston - 10007459	£7,950
Foundation degree	University Centre Weston - 10007459	£7,950
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	UWE -	£6,935
First degree	City of Bristol - 10001467 -	£5,650
First degree	University Centre Weston - 10007459 -	£5,960
Foundation degree	UWE -	£5,650
Foundation degree	University Centre Weston - 10007459 -	£5,650
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase enrolment of LPN Young students	No	2011-12	12.1	17.9	18.6	18.6	18.7		
T16a_02	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Increase enrolment of Mature students	No	2011-12	24	25.8	26.2	26.6	27.6		
T16a_03	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Increase number of students in receipt of DSA	No	2011-12	7.5	-	-	-		The university is developing a new metric to replace the use of DSA as we do not feel this is an appropriate measurement of our disabled students engagement with the university in light of the changes to DSA support	
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase enrolment of BME students to level representative of Bristol	No	2011-12	13	22	22.2	22.2	23		
T16a_05	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase enrolment of care leavers	No	2011-12	23	31	32	33	44		
T16a_06	Student success	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	Increase Good Honours rate of LPN Young students	No	2011-12	71.9	73.5	73.8	74.1	75.2		
T16a_07	Student success	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	Increase Good graduate outcome rate (DLHE) for LPN Young students	No	2012-13	67.7	69.6	69.8	70	72		
T16a_08	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	Increase Good Honours rate of students with a disability	No	2011-12	63.2	72.8	73.8	74	75.3		
T16a_09	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Reduce withdrawal rate of BME students	No	2012-13	13.8	-	-	-		The university has moved from reporting withdrawal to reporting non-continuation, using a method similar to the HESA Performance Indicator. The latest 14/15 figures have shown an elimination of the discrepancy between BME and White withdrawal rates and therefore we no longer wish to set targets, although we will continue to monitor to ensure parity between BME and white students.	
T16a_10	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase Good Honours rate of BME students	No	2011-12	55.4	65.8	67.7	69.6	70		
T16a_11	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase Good Graduate Outcome rate (DLHE) for BME students	No	2012-13	66.6	70	70.7	71.4	72.8		
T16a_12	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase number of new, full-time undergraduate students declaring as disabled	No	2016-17	14.9	15.3	15.5	15.7	15.9	This is our new metric to replace the use of DSA.	
T16a_13	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Reduce non-continuation rate of BME students	No	2014-15	7.1	6.7	6.6	6.5	6.4	This is our new metric to replace withdrawal.	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Delivery of South Bristol Youth collaborative activity in Year 7 and 8 with University of Bristol	Yes	2014-15	Year 8 programme - 120 young people; year 10 programme - 120 young people	Year 7 programme - 120 young people; year 8 programme - 120 young people	Year 7 programme - 120 young people; year 8 programme - 120 young people	Year 7 programme - 120 young people; year 8 programme - 120 young people	Year 7 programme - 120 young people; year 8 programme - 120 young people		Continue to run programme for year 7 (UWE) and year 8 (Bristol) to ensure all secondary year groups are offered outreach interventions alongside the NCOP.
T16b_02	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Strategic partnerships with 3 Colleges and Enhanced Partnerships with local school trusts/federations	No	2014-15	3 colleges + 3 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships	3 colleges + 4 school partnerships		
T16b_03	Student success	Socio-economic	Student support services	Maintain Financial Health Check Service for students in financial difficulties	No	2013-14	134 appointments	140 appointments	140 appointments	140 appointments	140 appointments		We will sustain our service for students
T16b_04	Student success	Socio-economic	Student support services	Support at least 1000 students with bursary provision	No	2013-14	1058	2500	2500	2500	2500		
T16b_05	Student success	Multiple	Operational targets	Increase proportion of PAL leaders meeting a WP criteria to 50%	No	2014-15	45% PAL leaders meet WP criteria	49%	50%	50%	50%		We will sustain this proportion
T16b_06	Student success	Ethnicity	Operational targets	Increase the proportion of attendees of academic skills sessions who are from a Home-BME background	No	2015-16	21%	23%	25%	27%	29%	30%	Milestones updated following analysis of 15/16 data

T16b_07	Progression	Multiple	Operational targets	Increase internships take up by WP students	No	2013-14	44%	48%	50%	n/a	n/a		Milestone discontinued
T16b_08	Progression	Multiple	Operational targets	Increase Future Awards registrations for WP students	No	2013-14	52%	56%	57%	n/a	n/a		Milestone discontinued
T16b_09	Progression	Multiple	Student support services	Maintain proportion of WP students taking up internships	No	2016-17	50%	50%	50%	50%	50%		Replacement of previous internship milestone
T16b_10	Access	Multiple	Operational targets	Increase the range of available 'boxes' through BoxED outreach programme	No	2016-17	4 FET boxes and 3 HAS boxes	4	4	4	4		We will be creating one new box per faculty, each year to ensure full curriculum coverage.
T16b_11	Multiple	School sponsorship	Operational targets	Increase number of sponsored schools achieving at least a 'Good' Ofsted rating	No	2016-17	14	16	17	18	20		We will aim to ensure those that are already rated as 'Good' maintain their rating and in addition, will be aiming to increase the number of 'Good' or above ratings, rising to all 20 sponsored schools by 21/22
T16b_12	Success	Multiple	Operational targets	Increase the proportion of taught sessions recorded using event capture software	No	2017-18	Total sessions recorded in 2017/18	Introduce auto-scheduling across university, set KPI milestones	KPI milestone will be set in 2018/19	KPI milestone will be set in 2018/19	KPI milestone will be set in 2018/19	KPI milestone will be set in 2018/19	We will set KPI milestones for future years (from 2019/20) in 18/19 when we have a full academic year's worth of data from 17/18